Pearson
BTEC

Mark Scheme (Results)

January 2022

Pearson BTEC Nationals
In Uniformed Protective Services
Unit 2: Behaviour and Discipline in the Uniformed Protective Services (40888M)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at http://qualifications.pearson.com/en/home.html for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at http://qualifications.pearson.com/en/contact-us.html

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at https://www.edexcelonline.com You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk.

January 2022
Publications Code 40888M_01
All the material in this publication is copyright
© Pearson Education Ltd 2022

Unit 2: Behaviour and Discipline in the Uniformed Protective Services

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Section A

Question Number	Answer	Mark
1a	Answers may refer to: • following a request from another individual of **equal** rank • following the order of a soldier of the **same** rank • changing behaviour following a request from **another** Marine • following an order even though you don't agree Accept any other valid response.	1

Question Number	Answer	Mark
1 b	Award **one** mark for an explanation and **one** mark for expansion up to a maximum of **two** marks. Answers may refer to: • Mario may lose any rank he held (1) due to the disobedient behaviour, which is not acceptable in the service (1) • Mario may lose pay (1) as a result of not following a lawful order (1) Accept any other valid response.	2

Question Number	Answer	Mark
1 c	Award **one** mark for a description and **one** mark for expansion up to a maximum of **two** marks. Answers may refer to: • if an order is unlawful (1) Mario will need to report it to ensure legal compliance (1) • where an order is deemed unsafe (1) as Mario can see a danger the senior officer cannot (1) Accept any other valid response.	2

Question Number	Answer	Mark
2	Award **one** mark for an explanation and **one** mark for expansion up to a maximum of **two** marks for each response. Answers may refer to: • Mario may receive recognition for his service to the organisation from his peers (1) in the form of medals (1) • Mario may receive a reward from the service (1) in the form of extended leave or a pay rise (1) • Mario may receive a positive performance review (1) that leads to a promotion (1) • Mario may receive respect/praise from his peers/senior officers (1) which may motivate him to work harder (1) Accept any other valid response.	4

Question Number	Answer	
3	Answers should refer to Asch's paradigm. Responses may include the following. Explanation of Asch's paradigm • personal opinions influenced by the opinions of the group • larger group size, higher possibility of conformity • conformity more likely where group members are more knowledgeable / experienced • conformity is lowered where one group member dissents Application to Leonard • Leonard is more likely to conform to the behaviour of the unit • the size of the unit will influence the chance of conformity – a larger unit (up to 5 or 6) will make him more likely to conform • if the unit is more experienced than Leonard, he will be more likely to conform Accept any other appropriate response.	6
Level	**Descriptor**	
0 0 marks	No rewardable material.	
1 1–2 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Occasional evidence of application and links between relevant information; few of the points made will be relevant to the context in the question. Displays a limited discussion that contains generic assertions rather than considering different / individual aspects and the relationship between them.	
2 3–4 marks	Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear	

	Displays a partially developed discussion that considers some different / individual aspects and some consideration of how they interrelate, but not always in a sustained way.
3 5–6 marks	Demonstrates mostly accurate and detailed knowledge and understanding of relevant information. Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion that clearly considers a range of different / individual aspects and considers how they interrelate, in a sustained way.

Question Number	**Answer**	
4	Responses may include the following. Need for self-discipline: • improves self-esteem • better prepared for the role Benefits for Leonard: • making a good first impression in his new unit • being efficient and effective in his new role • maintaining calm in difficult situations Benefits for the unit: • can work effectively as a single unit • maintain the trust and confidence of the public Accept any other valid response.	9
Level	**Descriptor**	
0 0 marks	No rewardable material.	
1 1–3 marks	Demonstrates isolated knowledge and understanding, there be major gaps or omissions. Breaks the situation down into component parts and a few of the points made will be relevant to the context in the question. Limited analysis that contains generic assertions rather than interrelationships or linkages.	
2 4–6 marks	Demonstrates some accurate knowledge and understanding, with few minor omissions / any gaps or omissions are minor.	

	Breaks the situation down into component parts and some of the points made will be relevant to the context in the question. Displays a partially developed analysis that considers some interrelationships or linkages but not always in a sustained way.
3 7–9 marks	Demonstrates mostly accurate and thorough / detailed knowledge and understanding. Breaks the situation down into component parts and most of the points made will be relevant to the context in the question. Displays a well-developed and logical analysis that clearly considers interrelationships or linkages in a sustained way.

Section B

Question Number	Answer	Mark
5a	Blind obedience	1

Question Number	Answer	Mark
5 b	Award **one** mark for the feature and **one** mark for a linked explanation up to a maximum of **two** marks. • it could damage a team ethic (1) which will lead to reduced efficiency (1) • there would be an inconsistent service (1) which damages public image / perception (1) Accept any other valid response.	2

Question Number	Answer	Mark
5 c	Award **one** mark for each reason and **one** mark for linked explanation, up to a maximum of **two** marks for each response. Responses may include: • discipline enables individuals to calmly deal with difficult / stressful situations (1) leading to improved / more favourable outcomes (1) • individuals will work more efficiently (1) resulting in improved performance (1) • to ensure procedures are standardised and consistent (1) across all police services (1) • to ensure lawful orders are followed (1) so that there is no abuse of power (1) • to prevent abuse of power (1) as they would face disciplinary action (1)	4

	• to ensure public safety (1) thereby reassuring the community (1) • to implement systems (1) so that order is maintained (1) • to maintain rank structure (1) so that efficiency is promoted (1) The reason for the rules may be an impact on the individual or the institution. Accept any other relevant examples.	

Question Number	Answer	Mark
6 a	Responses may include: • to increase public confidence in the service (1) by investigating serious allegations of misconduct by the police (1) • to oversee investigations impartially (1) ensuring that sanctions are imposed appropriately (1) • to ensure that the police remain accountable for their actions (1) which promotes lawful action (1) Accept any other valid response.	2

Question Number	Answer	Mark
6 b	Award **one** mark for an explanation, **one** mark for expansion and **one** mark for linked description, up to a maximum of **three** marks. Responses may include: • by keeping a distance between herself and the suspect (1) Alina will be able to notice early warning signs (1) and be able to respond sooner (1) • by keeping the suspect's hands in sight (1) Alina will be alert to any sudden movement (1) so that she can react in time (1) Accept any other valid response.	3

Question Number	Answer	
7	Answers may refer to: Alina may use: • positive behaviour • proactive behaviour • verbal communication • non-verbal communication • active listening Which means she can: • use non-aggressive language • adopt non-threatening gestures • use appropriate facial expressions • use assertive behaviour Which will lead to: • keeping the protestors calm • preventing the situation from escalating • eliciting a positive outcome Accept any other valid response.	6

Level	Descriptor
0 0 marks	No rewardable material.
1 1–2 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Occasional evidence of application and links between relevant information; few of the points made will be relevant to the context in the question. Displays a limited discussion that contains generic assertions rather than considering different / individual aspects and the relationship between them.
2 3–4 marks	Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions. Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed discussion that considers some different / individual aspects and some consideration of how they interrelate, but not always in a sustained way.
3 5–6 marks	Demonstrates mostly accurate and detailed knowledge and understanding of relevant information.

	Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion that clearly considers a range of different / individual aspects and considers how they interrelate, in a sustained way.

Question Number	**Answer**	
8	Responses may include the following: The need to follow orders: • to ensure complex situations are dealt with appropriately • to enhance communication • to provide a consistent service to the public • failure to follow an order undermines authority • the sergeant has more experience/information Application to Alina: • Alina will work more efficiently • Alina's team will work better together • Alina will be disciplined if she does not follow orders Accept any other valid response.	6
Level	**Descriptor**	
0 0 marks	No rewardable material.	
1 1–2 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Occasional evidence of application and links between relevant information; few of the points made will be relevant to the context in the question. Displays a limited discussion that contains generic assertions rather than considering different / individual aspects and the relationship between them.	
2 3–4 marks	Demonstrates some accurate knowledge and understanding of relevant information, with only minor gaps or omissions.	

	Evidence of application and links between relevant information; some of the points made will be relevant to the context in the question, but the link will not always be clear. Displays a partially developed discussion that considers some different / individual aspects and some consideration of how they interrelate, but not always in a sustained way.
3 5–6 marks	Demonstrates mostly accurate and detailed knowledge and understanding of relevant information. Evidence of thorough, detailed application and links between relevant information; most of the points made will be relevant to the context in the question, and there will be clear links. Displays a well-developed and logical discussion that clearly considers a range of different / individual aspects and considers how they interrelate, in a sustained way.

Section C

Question Number	Answer	Mark
9 a	Operant conditioning	1

Question Number	Answer	Mark
9 b	Award **one** mark for an explanation and **one** mark for linked expansion, up to a maximum of **two** marks. Responses may include: • it helps increase the probability of desirable behaviour (1) by giving the prisoners a reward immediately after the behaviour (1) • presenting a positive stimulus / reward (1) the behaviour is more likely to happen again (1) Accept any other relevant examples.	2

Question Number	Answer	Mark
10	Award **one** mark for identification (1) **one** mark for linked explanation (1) up to a maximum of **two** marks for each response. Response may include the following: • Sam may avoid the challenge of changing his behaviour (1) instead of embracing it (1) • Sam may give up if there are obstacles in his way (1) instead of persisting (1) • Sam may think the programme is too much effort (1) instead of wanting to master his skills (1) Accept any other valid response.	4

Question Number	Answer	Mark
11 a	Award **one** mark for identification (1) **one** mark for linked explanation (1) up to a maximum of **two** marks for each response. Response may include the following: • Bilal's belief that he is being treated unfairly (1) will cause him to feel undervalued in the workplace (1) • Bilal may feel isolated (1) which causes him to feel disengaged from his colleagues (1) • Bilal may feel anxious about his disability (1) which causes him to feel he is unable to do the job (1) Accept any other valid response.	4

Question Number	Indicative content	Mark
11b	Responses may include the following. Impact of failure to manage stress: • withdrawal and isolation • feeling of failure • aggressive / destructive behaviour Could cause Bilal to suffer from: • anxiety • social isolation • depression Therefore, Bilal should: • remove the cause – address the issues of discrimination within his workplace • rely on his social network for support • attend therapy sessions – to address issues of self-confidence / self esteem Accept any other valid response.	9

Level	Descriptor
0 0 marks	No rewardable material.
1 1–3 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Provides little evidence of application and links between relevant information; most of the evidence is presented as basic description of information rather than as an assessment. A judgement / judgements may be presented, but will be generic assertions rather than supported by evidence. Demonstrates little or no evidence of logical reasoning, clarity and appropriate sector-specific language.
2 4–6 marks	Demonstrates accurate knowledge and understanding of relevant information with only minor gaps or omissions. Evidence of application demonstrating some links and interrelationship between factors, leading to a judgement / judgements being made. A partial assessment is presented and the judgement / judgements expressed are partially supported. Demonstrates the use of logical reasoning, clarity, and appropriate sector-specific language.

3 7–9 marks	Demonstrates accurate and thorough knowledge and understanding of relevant information. Evidences thorough application containing clear links and interrelationships between factors leading to a judgement / judgements being made. Displays a well-developed and balanced assessment leading to rationalised judgements. Demonstrates the consistent use of logical reasoning, clarity, and appropriate sector-specific language.

Question Number	**Indicative content**	**Mark**
12	Answers should refer to Bandura's social learning theory. Responses may include: An outline of Bandura's theory: • social modelling • social reinforcement • behaviour is the result of an individual's traits and the situation Application to the new prisoners: • the new prisoners are likely to model the behaviour of other prisoners • this is reinforced by social acceptance within the main wing • total immersion in the main wing makes it more likely that the new prisoners will model the behaviour of other prisoners Preventative actions that could be taken by Bilal: • use prisoners as role models to model expected behaviour • use the rewards programme as soon as prisoners arrive to reinforce expected behaviour • place new prisoners on separate rotas to limit integration Accept any other valid response.	12
Level	**Descriptor**	
0 0 marks	No rewardable material.	

1 1–4 marks	Demonstrates isolated elements of knowledge and understanding of relevant information; there will be major gaps or omissions. Provides little evidence of application and links between relevant information; most of the information is presented as basic description of information rather than as an evaluation. A conclusion/ conclusions may be presented but will be generic assertions rather than supported by evidence. Demonstrates little or no evidence of logical reasoning, clarity and appropriate sector-specific language.
2 5–8 marks	Demonstrates accurate knowledge and understanding of relevant information, with a few minor gaps or omissions. Evidence of application demonstrating some links and interrelationships between factors, leading to a supported judgement/ judgements being made. Displays a balanced evaluation demonstrating an awareness of different aspects and competing points, though not always in detail, leading to conclusions. Demonstrates the use of logical reasoning, clarity and appropriate sector-specific language.
3 9–12 marks	Demonstrates accurate and thorough knowledge and understanding of relevant information. Evidences thorough application, leading to a balanced evaluation drawing clear, relevant links and interrelationships between factors. Displays a well-developed, balanced and coherent evaluation demonstrating a thorough grasp and detailed consideration of different aspects and competing points, leading to fully supported conclusion(s). Logical reasoning is evidenced throughout the response, which is clear and uses sector-specific language consistently.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom